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AUTHOR Comiskey, Vincent P.; And Others
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ABSTRACT

Provided are some of the guidelines used in the Village School Behavior Modification Program for children with behavior problems in Bergen County, New Jersey. Included are definitions of the terms "emotionally disturbed" and "socially maladjusted", descriptions of some behavior modification techniques used, copies of forms and letters to parents, and an outline of the instructional plan. (IM)

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Special Services School District of Bergen County
327 East Ridgewood Avenue
Paramus, New Jersey 07652
(201) 265-6300

Dr. Russell G. Layden
Superintendent

The Archie F. Hay Village School
Piermont Road
Rockleigh, New Jersey 07647
(201) 768-5448-5449

Vincent P. Comiskey, LDT/C - Learning Consultant
John W. McKeon, ACSW
Stanley M. Spergel, Psychologist

An Interdisciplinary Approach Toward the Treatment of Behavior and Learning Problems in a Special Educational Facility for Emotionally and Socially Handicapped Children.

EC100780

An Interdisciplinary Approach Toward the Treatment of Behavior and Learning Problems in a Special Educational Facility for Emotionally and Socially Handicapped Children.

I. Stanley M. Spergel, Psychologist

"Planning and Implementation of Behavior Modification Programs, including Counseling with Student, Parent and Teacher."

II. John W. McKeon, ACSW

"Parental Involvement in Structuring Student Behavior in and outside School, through Counseling, Contract Writing and other forms of Communication."

III. Vincent P. Comiskey, LDT/C - Learning Consultant

"Teacher as Therapeutic Agent and Classroom Manager of Methods and Materials."

PROGRAM FORMAT

I.

A. Overview of Special Education in Bergen County, New Jersey

B. Description of the Function of the Sending School Districts of Bergen County

C. Definitions of Emotionally Disturbed and Socially Maladjusted as used in the Sending School Districts of Bergen County

D. Functions of the Child Study Team

E. Description of our Prototype Youngster for this Program

II.

A. Stanley M. Spergel, "The Psychologist's Input"

B. John W. McKeon, "The Social Worker's Input"

C. Vincent P. Comiskey, "The Learning Consultant's Input"

III. Discussion and Questions

Bergen County, New Jersey
1976 - 1977

Approximate School Age Population	157,890
Number of School Districts	77
Special Education Regions in County	7

Special Classes in County

Total Students in Public School Special Classes	3,850
Emotionally Disturbed Classes	57
Socially Maladjusted Classes	14

Special Classes and Populations in the
Special Services School District of Bergen County, New Jersey

	Classes	Population
Emotionally Disturbed:	18	125
Socially Handicapped:	7	42

NEW JERSEY ADMINISTRATIVE CODE - Chapter 28

6:28-1.2 Handicapped Child

(a) A child shall be considered handicapped under N.J.S.A. 18A:46.1 et seq. when he is impaired physically, emotionally, intellectually or socially to such extent that without the aid of special facilities, special professional staff, special supplies and equipment, special time schedules and/or special methods of instruction he would not, in the judgment of the child study team, be expected to function educationally in a manner similar to that of children not so impaired.

(b) Determination that individual children are so handicapped and recommendation for appropriate program and/or placement shall be the function of the basic child study team employed by a local board of education.

6:28-1.3 Study Team

(a) A basic child study team, acting in consultation with a physician, shall consist of a school psychologist, a learning disabilities specialist, and a school social worker.

(b) A child study team may also include a psychiatrist experienced in work with children, a school administrator, a classroom teacher, a school nurse, a guidance counselor, a speech correctionist, a remedial reading teacher, and other members of the school professional staff as may be recommended by the basic child study team with the approval of the chief school administrator.

(c) Specific professional personnel as described in these rules and regulations are required in the classification of certain handicaps and their reports shall be considered by the basic child study team in making those certain classifications. A comprehensive physical examination shall be given by a physician.

6:28-1.4 Classification conference

All children classified shall have such classification established during a conference attended by a representative of each of the basic professional areas and such classification shall be based on the data obtained by the prescribed professionals.

6:28-3.5 Program plan

The educational program for handicapped pupils shall be described in a plan which indicates its individualization and which includes criteria for its evaluation. Such plans shall be the responsibility of the basic child study team and the school administration working jointly and cooperatively.

BASIC TEAM MEMBERS

THE SCHOOL PSYCHOLOGIST: use his/her specialized knowledge of human behavior to learn about a pupil's abilities, interests and emotional state. As a member of the Child Study Team, he shares this knowledge with other team members. This knowledge is applied in conducting an overall "educational plan" based on the individual needs of the pupils.

THE SCHOOL SOCIAL WORKER: as a member of the Child Study Team functions as a caseworker, a diagnostician and planner who counsels with parents and pupils, between the school and the community. He/She is responsible for identifying and recommending programs to administrators through the Child Study Team, for pupils under consideration, in the "educational plan".

THE LEARNING DISABILITIES TEACHER CONSULTANT: as a member of the Child Study Team is responsible for an educational assessment. This evaluation is shared with other team members and is applied to the development of the "educational plan". The Consultant role requires the LDT-C to interact with professionals and parents in determining "why" a pupil is not functioning at his/her best academically, and to present measures on "how" to assist both pupils and teachers.

THE SCHOOL PHYSICIAN: as a member of the Child Study Team contributes interpretations of medical findings to team members in developing the "educational plan".

THE SPECIAL INSTRUCTOR: may take a part in the planning of a program with basic Child Study Team Members, but is essentially responsible for implementing the goals of individual pupils as defined by the Child Study Team Members. This is done in consultation with the LDT-C, through the Instructional Guide.

DEFINITIONS

Emotionally Disturbed Classification:

(1) E.D. Type I - Neurotic - where anxiety, social withdrawal, subjective distress, guilt, escape behavior etc. are primary symptoms. Acting-out behavior may be present, but it is not chronic and pathological.

(2) E.D. Type II - Psychotic disturbed (autistic, schizophrenic) where organic component is evident or suspected and where behavior is bizarre, tangential, and/or marginally functional.

Social Maladjustment:

Socialized subcultural - where peer orientation, group delinquent activities, defiance of adult authority and delinquent value orientations are primary symptoms.

NEW JERSEY ADMINISTRATIVE CODE

SUBCHAPTER 2. CLASSIFICATION

6:28-2.1 Definitions

"Emotionally disturbed."

1. A child shall be considered to be emotionally disturbed when his behavior is characterized by a pattern of functioning which is so inappropriate as to call attention to itself and which severely limits the individual from profiting from regular classroom learning experiences or severely hinders other pupils in the class from profiting from regular classroom learning experiences. The emotionally disturbed child further characterizes himself by a pattern of expression of emotion inappropriate to the situation in a matter of degree and quality. However, the emotionally disturbed child must give evidence of a degree of rational behavior which permits some communication with authority figures indicative of ability to profit from instruction under specially controlled circumstances.

2. Classification of emotionally disturbed children and recommendations of educational programs shall be made by the basic child study team augmented by the evaluation of a psychiatrist trained or experienced in working with children.

"Socially maladjusted."

1. A child shall be considered to be socially maladjusted when his pattern of social interaction is characterized by conflicts which he cannot resolve adequately without the assistance of authority figures, or when his behavior is such as to interfere seriously with the well-being or the property of those with whom he associates.

2. The socially maladjusted child exhibits his maladjustment chiefly in his persistent inability to abide by the rules and regulations of social structure.

3. Classification of socially maladjusted children and recommended educational programs shall be made by the basic child study team augmented by the evaluation of a psychiatrist trained or experienced in working with children.

(201) 265-6300

SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
327 EAST RIDGEWOOD AVENUE
PARAMUS, NEW JERSEY 07652

CHILD STUDY TEAM
THE ARCHIE F. HAY VILLAGE SCHOOL
PIERMONT RD., ROCKLEIGH, N.J. 07647
TEL. (201) 768-9448 - 9449

DR. RUSSELL G. LAYDEN
SUPERINTENDENT
JOHN DWYER
BUSINESS ADMINISTRATOR
IRMA LEEDS
ADMINISTRATIVE ASSISTANT

VINCENT P. COMISKEY
LDT/C - LEARNING CONSULTANT
JOHN W. McKEON ACSW
SOCIAL WORKER
STANLEY M. SPERGEL
PSYCHOLOGIST

THE VILLAGE SCHOOL BEHAVIOR MODIFICATION PROGRAM

The Village School utilizes various behavior modification techniques that have been found to be successful. They are outlined as follows:

1. Points - Points are used with the older, higher-functioning children. Reinforcements are recorded on sheets and tallied at the end of the day. Each child has his own sheet, in addition to the teacher's copy and the master copy in the Child Study Team office. A copy of a point sheet is attached.

2. Tokens - Tokens in the form of small plastic chips are used with the younger, lower-functioning children. The amount of tokens given are recorded on sheets. At the end of the day all tokens are collected, amounts earned will be tallied, and banked. Purchases will be made with tokens but double-check against the sheets to make sure it tallies. Large purchases will be taken from the bank.

   Token values: Blue = 1, green = 10, red = 50.

3. Primary reinforcements - M&Ms, Cheerios, candy buttons, etc. are used with the youngest children.

4. Contracts - With some of the older children and for those children who for one reason or other are not responding to points.

   A reasonable goal is selected by the student and agreed to by the teacher. Activities and behaviors required to reach that goal are also discussed. It is then put in writing and signed.

5. Letters Home - A child who has had a good week will receive a letter addressed to his parents praising his work and behavior for that week. Parents can be notified in advance so they can prepare a special treat. Those children who have not had a good week will not receive a letter.

Administering Reinforcements

Points, tokens and primary reinforcements should always be dispensed accompanied by social praise. Eg., "You've done well, fine job, excellent, etc." The importance of praising a child when he has earned his points or tokens cannot be over-emphasized.

Primary reinforcements for the younger children can be placed right in the child's mouth. Hugs and caresses are appropriate as well.

It should be remembered that many of these children will not be capable of completing the entire task nor will it be done exactly right. Rewards for approximations of the desired behaviors should be given if it is determined that the total behavior is, at this time, beyond the child's capability.

Examples: (1) A child who is unable to put on his coat, but does get one arm in the sleeve should be rewarded for that.

(2) A child who is unable to refrain from cursing for an entire day but shows real effort and refrains all morning should be rewarded for that.

Three important principles:

1. Consistency - Perhaps the most important. If it is on the child's program, he must either gain or lose points every single time. If you chose to ignore it, or if you forget, you increase the time it takes to extinguish or reinforce that behavior. If you are inconsistent, the child will continually test to see if you will react this time.

2. Consequence - Goes hand in hand with consistency. Every act, positive or negative, must be followed by a consequence. If it is a desired response, then reinforce it with points and social reinforcement. If it is an undesired response then take points away--every time. There must be a consequence for an act.

3. Communication - Staff should know the child's programs. There are no secrets, everything should be written on the program. The Child Study Team keeps a copy that is updated every week. A regularly scheduled conference date and time will be arranged. At these conferences the child's progress will be discussed and appropriate program changes will be made.

General guidelines:

1. A child never goes below zero. A child never owes. A child who has zero points in his bank or who consistently hovers around zero, needs to have his program changed. Perhaps the expectations for this child are initially too high. Arrange for a conference with the psychologist. Appropriate changes can be made so that the child will be earning reinforcements. Our behavior modification program is positively oriented--children should earn points and experience success.

2. Always use social reinforcements along with points/tokens, and primary reinforcements. Continuous association of praise with desired behaviors makes it easier for the child to generalize his improvements when he leaves.

3. Points should be taken away in a matter of fact manner. Don't become personally involved. Blame the loss of points on the rules.

4. Explain the program to each child.

5. Be consistent! If it's not on his program, he can't get or lose the points. Don't overload his program. Check with the psychologist if you are not sure.

6. Don't threaten! Explain. Put it in terms of an investment the child will be making. Eg., Is leaving the room worth the investment in points?

7. Try not to make statements unless you are certain they can be supported or carried out. Don't threaten!

8. Avoid statements that destroy motivation. Eg., "Now, you can't go to the game room for two months." The consequence must not be unreasonable.

9. Be moderate with the points. Try not to give a child an exorbitant amount of points, it cheapens their value. It also is unfair to the other children and they then have a right to gripe.

10. School store - Schedule school store once a week for your class. Allow only one child at a time into the store and supervise closely. Encourage them to spend their points.

11. Smoke lounge can be purchased only with points earned that day. Smoke lounge costs twenty points and is not opened until second period. It's then available to those children who have completed the first assignment of their work agreement.

12. Bathroom passes - No bathroom pass is to exceed three minutes. More than three minutes is charged five points per minute.

13. Smoking in bathroom is a 50 point fine.

14. Post school rules on a chart in your room.

15. Post guidelines for Level system in the room.

Class System

There are three levels, Level 1, Level 2, Level 3. A weekly chart is kept on each child. It is divided by the number of periods from Monday-Friday. A star (*) will be awarded for arriving at each class on time and remaining the entire period. If a child arrives late or leaves the class for longer than 5 minutes, he gets a zero for that period. Everyone comes in on Level 1.

Three (3) or less zeros for two (2) weeks, child advances to Level 2.

Three (3) or less zeros for next two (2) weeks, child advances to Level 3.

Four (4) zeros or more, a child is demoted to the next lowest rank. It then requires two (2) weeks of less than four (4) zeros to advance.

Level 1 -
May buy only one smoking privilege per day.
May not go to the school store.
May not go on trips.
May not use the special pool privilege.

Level 2 -
May buy only two smoking privileges per day.
May go to the school store but may not purchase albums.
May go only on trips that don't require special transportation.
May use the pool.

Level 3 -
May buy smoking privileges.
Can do everything Levels 1 and 2 can.
May purchase anything in the school store.
May place special orders for the school store, which will be priced according to cost.
May go on all trips.
May have individual classroom privileges (arranged with teacher).

Level 1, 2 and 3 should be written on a piece of colored construction paper and tacked above their point sheets. Star (*) Charts should be kept by teachers.

Post guidelines for the class system in your room.

Attached is a copy of a typical point sheet and star chart. Review carefully. Try to adhere to the point programs. Individualizing for specific behaviors should be done after consultation with the psychologist.

Prepared by:

Stanley M. Spergel
Psychologist
Archie F. Hay Village School
Piermont Road
Rockleigh, New Jersey

SMS:rl

WEEK OF: _____ NAME: _____

STAR CHART

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

Less than 4 Zeros for 2 Weeks - Advance

4 Zeros or more in a Week - Lower Rank

STUDENT CONTRACT

STUDENT:_____

	Monday	Tuesday	Wednesday	Thursday	Friday
1. Completes academics					
2. Respects schoolmates . . .					
3. Respects staff members . .					
4. Follows directions					
5. Maintains a good attitude.					
6. Exhibits self-control. . .					
7. Respects school property .					

AVOID:

1.					
2.					
3.					
4.					
5.					
6.					

WEEK OF:_____ RANK:_____

Name	M	T	W	T	F
1. Beginning Class 15 2. Completing Assisgment 10 3. Helping 5 4. Participation 10 per 1/2 hr.					
TOTAL +					
A. Hitting/Destructive 5 B. Leaving Room 5 per min. C. Cursing 5 TOTAL (-)					
TOTAL Day					
BANK					

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SOCIAL WORKER
STANLEY M. SPERGEL
PSYCHOLOGIST

Dear Parents:

_____has behaved very well for the week ending_____.

When a student behaves well, he is better able to concentrate; thus a great deal of academic work can be accomplished.

We are very pleased to send this report and hope that you will acknowledge your child's good behavior by rewarding him in an appropriate manner.

Yours truly,

Teacher

SMS:rl

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PSYCHOLOGIST

Dear Parents:

This is to inform you that_____has experienced difficulty in school this past week,_____. The following behaviors are of concern to me:

We would appreciate your cooperation in dealing with inappropriate behavior.

If there are any questions, please call me at 767-7175 during school hours. (8:30-3:00).

Yours truly,

Teacher

SMS:rl

Extending Behavior Management Objectives From the School to the Home

I.

A. Establishment of Parent/Teacher Organization - Emotionally Disturbed Socially Maladjusted

B. Newsletter - "Insight"

C. Coordinating Council

II.

A. Parent Advisory Groups

III.

A. Crisis Counseling

B. Individual Family Contacts - School Contract Reinforcement

IV.

A. Parent/Child Contract - Home Frequency Chart

BEHAVIOR MODIFICATION IN THE HOME
HOME FREQUENCY CHART

I. PURPOSE

1. To lessen the problems in the home and community which affect school performance.

2. To provide a daily exercise for both the parent and student to work together in improving communication and interpersonal relationships and to lessen the tensions that exist in the home by working on the areas that frequently cause unhappiness in the home.

3. To allow both the student and parent to see the number of times certain behaviors occur.

4. To serve as a reminder for both parents and student to improve in the areas specified by each other as being the source of anger or annoyance.

5. To let the student know and feel that he has some positive control and influence in the home and responsibility for his behavior.

6. To help both the parent and student see how the efforts to improve in some behaviors can encourage improvement in other behavior.

II. PROCEDURES IN SETTING UP THE HOME FREQUENCY CHART

1. Both the parent and student are to be involved in writing down the specific behaviors that are going to be tabulated weekly. The parent or student may lose interest at one time or another, but the program should still continue.

2. The student is asked to list three behaviors or actions of his parent which he would like the parent to work on and improve. The parent is asked to list three behaviors or actions of the student which he would like the student to work on. Both the student and parent are encouraged to keep track of the number of times the action or behavior takes place on a daily basis. For example, if the parent "loses his temper" five times on Monday - 5 checks should be marked either by the student or parent under Monday. Another example, if the student breaks the curfew of 10 p.m. on a Monday - Monday should be checked once.

The behaviors to be counted do not need to be negative ones. For example, the parent may want the student to complete certain chores by 6 p.m. - the parent may want to see how frequent the student is cooperative in that area. Or the student may want his parent to become more active in activities outside the home - perhaps to encourage the parent to relax or get out of "his or her shell."

The wording of the behavior should be as clear and specific as possible so that both understand what is being counted. One

party may lose interest in tabulating on some days - but the marking should be completed every day, nevertheless.

3. The Chart should be posted for all participants to see. When seven days are completed, the Chart should be taken by the student or mailed to the Program Director who will give it to Mr. McKeon. The Chart should continue with either the same behaviors to be tabulated or with a few changes that seem necessary. This process should continue for a four week period. At the end of four weeks, Mr. McKeon will review the results with the parent at the Parent Group meeting or, in some situations, in the family home. He will meet periodically with the student at the school to discuss his involvement in this program.

At the end of the four week period - if the frequency chart is kept regularly - the next step in the process, the writing of a Contract, will be initiated. Improvement should be seen during the ongoing process.

If you have any questions or difficulties arise, please call Mr. McKeon at 768-5448 or 5449.

HOME FREQUENCY CHART

Student would like his parent to improve in the following areas at home -	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
1.							
2.							
3.							

Parent would like his son to improve in the following areas at home -	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
1.							
2.							
3.							

FAIR LAWN PROGRAM VI CONTRACT

Parents and Child

Date of Contract _____
Contract will begin _____
Contract will end _____
Will be Re-Evaluaged by
Mr. McKeon on _____

Method of
Monitoring _____

_____

_____

PRIVILEGES TO BE RECEIVED

RESPONSIBILITIES TO BE UNDERTAKEN

BONUS PRIVILEGES

REQUIREMENTS FOR BONUS PRIVILEGES

Sanctions To Be Imposed For Failure to Carry Out Responsibilities

Signed: _____

_____ _____ _____

John W. McKeon
Contract Negotiator

INDIVIDUAL INSTRUCTIONAL PLAN

I. Emotional and Social Behaviors

II. Ability to Attend and Respond to Academic Tasks

III. Current Level of Academic Achievement

IV. Skills Objectives and Ongoing Evaluation: Reading

V. Skills Objectives and Ongoing Evaluation: Language Arts

VI. Skills Objectives and Ongoing Evaluation: Mathematics

VII. Perceptual-Motor Development

VIII. Learning Style and Learning Strategies

IX. Vocational Interests and Aptitudes

X. Behavioral Profile

Individual Instruction Plan

Representative Sample

Learning Style and Learning Strategies

I.
- A. Rote Learning
- B. Digit Span Learning
- C. Motor Learning
- D. Associative Clustering
- E. Serial Learning
- F. Verbal-Symbolic Facility

II.
- A. Concrete ("Enabling")
- B. Pictorial ("Iconic")
- C. Symbolic

III.
- A. Visual
- B. Auditory
- C. Tactile
- D. Kinesthetic

IV.
- A. Impulsive-Reflective
- B. Knowledge-Verbalization
- C. Pattern Discrimination: "discrimination performance"

INSTRUCTIONAL PLAN

Basic Background:

Achievement Levels: Math and Reading

Mental Age or I.Q.

Learning Style

I.	Diagnostic Checklists in Reading and Math (The various subskills are listed and rated as they are taught and learned with a code 1 (poor) 2 (needs improvement) 3 (adequate).
II.	Perceptual-Motor Checklist
III.	Language Development Checklist
IV.	Psycholinguistic Checklist
V.	Behavior (Attitudinal) Checklist (Student and Educator's Assessments)
VI.	Vocational Interests; Vocational Aptitudes
VII.	Special Alternatives: Work/Study Satellite/Study

SKILLS

Reading

I Auditory Discrimination

II Visual Discrimination

III Word Recognition
- A. Phonetic Analysis
- B. Structural Analysis
- C. Contextual Analysis
- D. Syllabication

IV Vocabulary

V Comprehension

Language

I Oral Expression

II Written Expression

III Use of Punctuation

IV Vocabulary

Study Skills

I Alphabetic Sequence

II Parts of a Book

III Outlining

IV Locating Information

V Picture Captions

VI Proofreading

VII Dictionary

VIII Bibliographic Form

Instructional Plan

Representative Sample: -

READING: Ojectives

I. Word Recognition Skills

A. Phonic Analysis

B. Structural Analysis

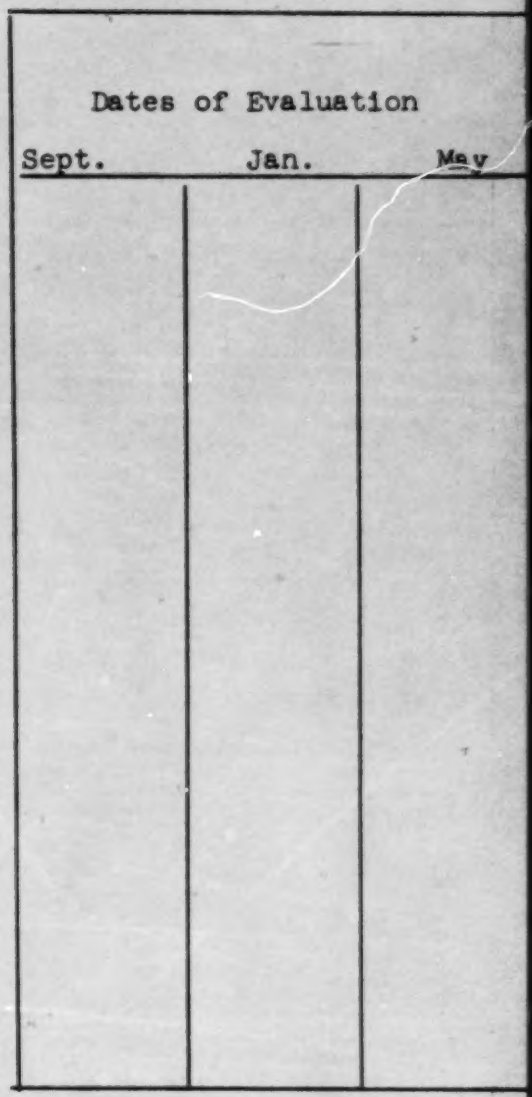
C. Contextual Analysis

D. Syllabication

II. Vocabulary Development

III. Comprehension Development

IV. Study Skills Development



Code:
1. inadequate
2. needs improvement
3. fair
4. good
5. accomplished

SKILLS

Math

A. Numbers and Numerals

B. Addition

C. Subtraction

D. Multiplication

E. Division

F. Number Theory

G. Decimals

H. Fractions

I. Ratio and Percent

J. Geometry

K. Measurement

INSIGHT

NEWSLETTER OF THE VILLAGE SCHOOL PARENT-TEACHERS ORGANIZATION
ARCHIE F. HAY VILLAGE SCHOOL, ROCKLEIGH, NEW JERSEY

VOLUME I APRIL, 1977

TO ALL PARENTS... WE NEED YOUR HELP

This is what we believe to be an historic publication- the very first NEWSLETTER PREPARED BY AND FOR THE PARENTS OF THE VILLAGE SCHOOL. We hope that you will find it both informative and innovative. Please feel free to express your comments about its messages and format to the members of your Executive Board. Above all, this is YOUR NEWSLETTER and we would appreciate any comment or criticism that you may wish to offer.

We do need typists, coeditors, writers, helpers etc. to help write and mail this NEWSLETTER. We need ideas from you on what you want to read about or share with other parents. Whether you can participate in the preparation of the Newsletter, or not, it is most important that you make every effort to attend our P.T.O. meetings. These meetings are our best way in which to keep informed about our child's program. Our P.T.O. is very unique- we all have children with special handicaps which need as much direct involvement as we can give. This is not the regular PTA like we have in our own towns. The Village School is our school and because it works with students from all over Bergen County- we really need to keep in touch.

Thomas Tiernan
PTO President

****

P.T.O. MEETING

Thursday, April 28, 1977 at 8:00 P.M. at the Bergen County Museum Auditorium, 327 E. Ridgewood Ave., Paramus, N.J.

TOPIC: BEHAVIOR TECHNIQUES USED AT THE VILLAGE SCHOOL- AND HOW PARENTS CAN HELP THE SCHOOL IN THE HOME

This will be panel presentation and discussion by three Village School teachers: Mr. Fred Martin, Mr. Thomas Newlun, Ms. Sue Rothman Bring your questions and ideas- they are important.

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MESSAGE FROM DR. LAYDEN, SUPT.

Dear Parents:

It is most gratifying to receive the news that not only have you formed a P.T.O., but now have a P.T.O. Newsletter.

It is most important that all parents meet together and discuss their common interests, sharing ideas,working together and cooperating to truly help your youngsters educational career.

Hopefully, this Newsletter(INSIGHT)will encourage more parents to join together and also serve to keep you informed of our School. It is only by communication that we can continue to improve the programs and services offered to our students.

Sincerely,

Russell G. Layden
Superintendent

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MESSAGE FROM MR. ROSSETTO, PROGRAM III

I welcome this oppotunity contact the parents and friends of our students. At this time of year, I can think of nothing more important than to ask parents and guardians what they consider to be the critical matters o concern to them regarding their children. The entire staff of the Archie F. Hay Village School would like to allay any anxieties, fears or concerns which you might have by inviting you to contact us directly. Our telephone number is 767-7175.

The point I am trying to make is that we are here to help you and serve you, and unless we hear from you, we can only assume you are relatively satisfied.

I would like to remind you that we are planning a summer program for approximately thirty-five students and while we have had returns from many as of this writing, we are still accepting them.

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NEW LEARNING CENTER AT THE VILLAGE SCHOOL

The Learning Center has opened its doors at the Village School. We have adopted a multisensory, multimedia approach to learning. At this time the Center reaches thirty children ranging in ages 6-17yrs. They are taught on a one to one basis or in small group settings. Many other children are availing themselves of the library and various types of learning equipment. Programs have been devised to meet the special needs of the individual student. All the teachers are cooperating to make the Learning Center a successful venture; a place for growing.

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IMPORTANT PHONE NUMBERS THAT YOU SHOULD KNOW

Special Service School District-Central Office- 265-6300
Village School Day Program- 767-7176
Child Study Team Office- 768-5448
7685449

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YOUR PARENT-TEACHERS ORGANIZATION OFFICERS

Mr. Thomas Tiernan	President	385-5324	CALL
Mr. Robert Miller	Vice-President	444-7966	THEM
Mr. Albert Schroen	Secretary	384-0346	WITH
Mrs. Eileen McMahon	Treasurer	262-3312	YOUR
Mr. John Mc Keon	Soc. Wkr-Advisor	768-5448	IDEAS!!!!

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JUST A NOTE OF INFORMATION

The Learning Resource Center in Nutley, New Jersey is available to parents for borrowing educational materials and other materials of interest in relating to children in the home.

VOLUNTEERS ARE REQUESTED. If any parents are free during the Learning Resource Center's operating hours(8a.m.-5p.m.Monday-Friday) for picking up and returning materials on loan to staff members and parents, please call Mr. Vince Comiskey at the Child Study Team office-(768-5448).

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SUMMER PROGRAM APPLICATIONS

Those parents who wish their child to be considered for the 1977 Summer program at the Village School should complete and mail the application as soon as possible. If you have any questions,call 767-7176.

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STATISTICS FOR YOUR INFORMATION .....

Village School Day Program - 124 students
" " Residential Prog. - 23 Students

Number of teachers in both programs- 22
Number of aides in both programs 20
Number of School Districts in Bergen County which sends student to the Village School. 50

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FROM THE NURSES' OFFICE

From time to time during the school year, you may havereceived notices regarding your child's health. May I thank you for your cooperation. Some are lacking proper immunizations for certain communicable diseases. Shots for polio, diptheria, tetanus and measles are necessary to insure protection. If you have not arranged for these immunizations-please do so as soon as possible. Annual vision and hearing evaluations are conducted in our program and some children will need followup care in the community. If you received notice about this, please follow through. Impairment of such vital functions as vision and hearing

can hamper your son/daughter's progress in school and the home. If you have any questions please call me at 767-7176.

Although physical examinations are required for all new entrants and third year students in our programs, I strongly urge annual check-ups for all children. Likewise, yearly dental evaluations are suggested. I cannot stress enough the importance of these simple measures which are essential in controlling disorders, maintaining healthy bodies and preserving the physical and emotional well-being of your child.

Please keep the Nurses' office informed about any changes in your child's medical status. Thank you.

Nancy Ford RN
School Nurse

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CONCERNS ABOUT BEHAVIOR- AT HOME AND IN SCHOOL

The Socially Handicapped Program, which together like the Village School program is one of five programs operated by the Special Services School District of Bergen County, offers regular parent counselling-group sessions during its bi-monthly P.T.O. meetings. This has been offered year round. The adjustment and improvement of the student in the (Fair Lawn program) is directly related to the amount of cooperation and the frequency of attendance of the parent to these P.T.O. meetings. The attendance and response of the parents of these approximately 45 students has been good. The students- though they are verbally opposed to their parents having "anything to do with school"- will actually admit that the parent involvement does make a difference. There is a good deal of communication between the school and home- which is so vital- thanks to a great extent to the P.T.O.

Our P.T.O. can be just as effective. The Child Study Team, the Program Directors and the Teachers can and will work with your P.T.O. in presenting programs, setting up discussions groups, explaining the why's and how's that echo daily in your child's program. The meeting locations can be in Paramus, Hackensack, or Rockleigh. Please attend the April 28 th meeting in Paramus. Planning for the year-round P.T.O. programs will be discussed.

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DIRECTIONS- 1977

The Bergen County Museum Auditorium is at 327 E. Ridgewood Ave., Paramus. It is across from Bergen Pines Hospital- please use the Main Entrance. Ample parking is to the right of the complex.

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THE NATIONAL SOCIETY FOR AUTISTIC CHILDREN- CHAPTER

The Bergen County Chapter of the National Society for Autistic Children was organized a year ago at the Village School by a group of parents and professionals as part of a nation-wide organization whose purpose is "to promote the general welfare of autistic children".

The National organization as some 35 chapters across the country. It maintains central information services on a wide range of subjects of importance to people interested in autistic children- such as schools, recreation, adult programs, legislation affecting special education,etc.

Our Bergen County chapter has held four meetings on various aspects of autism: (1) a panel of three teachers discussed behavior modification, humanism and reality therapy as techniques in teaching autistic children. (2) Dr. Seymour Cantor, a psychologist on the staff of the Forum School, Walwick, spoke on his 20 years in the field. (3) Mr. Aldo Rossetto and the Village School Child Study Team gave a presentation of the Village School program. (4) Mr. Thomas Dowd, Chairman and psychologist with the Cresskill child study team spoke on the role of the sending district in the life of the Special Ed. child.

All interested parents and professionals, whether or not connected with the Village School, are invited to attend our meetings and join our organization. Call Mrs. Elizabeth Ivory at 768-6379 for information.

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CHILD STUDY TEAM

Your Child Study Team, Mr. Stanley M. Spergel, Psychologist, Mr. John W. McKeon, Social Worker, Mr. Vincent P. Comiskey, LDT/C, can be reached at 768-5448-5449. If you have any questions regarding your child's behavior, academic studies, etc., call the Child Study Team office Monday through Friday, 8:30 to 4:30.

The Child Study Team was invited to present at the International Council on Exceptional Children in Atlanta, Georgia, on April 15th, 1977. A report on the presentation will be made at the April 28th meeting.

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Keep INSIGHT and attend the P.T.O.

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PHONE CHAIN

We would like to set up a phone chain to encourage parents to attend meetings. Would you object to the P.T.O. calling you? Please let us know.

T. Tiernan

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Please tear off and bring to the April 28th meeting -

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